

Due May 1, 2008

**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319**

***Request for Iowa Four-Year College/University
Performance Assessment System Funds***

College/University name: Simpson College

Contact Person:

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Statement of Assurances

Should a Performance Assessment System Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Steve Griffith Vice President and Academic Dean
Name of Authorized Official Title

Signature of Authorized Official Date

Please submit to Mary Beth Schroeder Fracek, Grant Director, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146 by May 1, 2008.

Process for Procuring Grant Funds:

1. Submit Grant Request Package; Postmarked by May 1, 2008
Grant Request Package Contents:
 - Request for Performance Assessment System Funds Cover Page
 - Action Plan
 - Budget
2. Grant requests will be reviewed by the Assessment Committee, the Leadership Team, and the Iowa Department of Education.
3. Institution will be notified of a grant award by May 21, 2008
4. Contracts for awardees will be developed by the Iowa Department of Education upon notification to the IHE of the award.
5. It will take 30 days after the award notification for a contract to be executed and fully approved. This would be as per a June 1 notification.
6. Payments cannot be released until a contract is fully approved with all signatures.
7. Institutions should not incur costs before a contract is approved and plan accordingly.
8. To acquire each payment, an IHE must submit an invoice or letter with an original signature requesting funds. This is necessary for the release of each payment – fifty percent, forty percent, and final ten percent.
9. An Interim report must be submitted with an invoice by January 15, 2009. NOTE: an awardee will not receive the forty percent payment unless the Interim Report budget indicates that the first fifty percent has been spent.
10. A Final report must be submitted with an invoice by December 15, 2009
11. A report form or template is attached with this RFP. Please use it for the Interim and Final Reports. The form includes a narrative and budget.

The grant application and interim and final reports must be submitted electronically in addition to hard copy.

Criteria for Performance Assessment System Awards:

Grant funds are available for use by recipients for purposes including but not limited to faculty development and training, design or modification of performance tasks, procedures for assuring reliability and validity of assessments, database software or hardware to facilitate data management and reporting, and technical services including programming support.

Funds may be used for expenses such as: faculty release time, personnel for clerical work, travel, lodging and meals, consultants, hardware, and materials including software. Four year colleges or universities that receive significant numbers of transfer students from community colleges are encouraged to include funding for providing feedback to two-year institutions on the performance of their graduates.

I. Context

Describe current program including number of teaching candidates graduated per year and number of full-time and part-time faculty teaching education courses. Indicate any unique features of the program that will help reviewers better understand your assessment needs. If you received a previous assessment system award, attach a copy of your final report or summarize results of your first year of work.

The Simpson College Education Department oversees all of the teacher preparation programs at Simpson College including courses taught in the art, music, and physical education departments. Simpson offers undergraduate programs in elementary and secondary education. A few years ago, the college added a graduate program at the secondary level; candidates have the option of completing the licensure-only track or the master's degree route. We are especially pleased with the fact that our MAT/TtT program recommended four candidates for science endorsements this year.

The Education Department is comprised of nine full-time faculty members; all but two are tenure-track positions at this point (includes our full-time placement coordinator). For the secondary education program, we employ a cadre of master teachers who co-teach the content specific methods courses with one of our full-time, tenured faculty members. In each of the Art, Music, and Physical Education Departments, there are two faculty members who teach methods courses. Of those eight faculty members, all but one is full-time faculty. Each semester, a number of adjunct instructors (usually 3-4) are hired to teach courses on a part-time basis. Additionally, a number of adjunct instructors (usually 5-6) are hired to supervise student teachers.

The number of students in the education program has remained fairly constant over the past six years. It is interesting to note that the number of students admitted to the program has gone down slightly over the past three years, but the number of those recommended for licensure has increased. We believe that this is a result of our high standards for program completion. Approximately 30% of all Simpson students are involved in a teacher licensure program.

Student Enrollment and Iowa Licensure Recommendations:

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-07
Number of Undergraduate Students in the Teacher Education Program	361	382	387	397	360	335
Number of Program Completers Recommended for Iowa Licensure	60*	51*	78*	54*	63*	72*
Number of Graduate Students who completed the Teacher Education Program	NA	NA	NA	2	4	9

*Represents those who applied for Licensure, the total number of students may be slightly higher.

Students who are interested in our teacher preparation program begin their journey by enrolling in Education 114--Foundations of Education and/or Education 165--Human Growth and Development. During the Foundations course, an orientation to the overall education program is presented. Candidates apply for provisional admission (Level IA) at the conclusion of Education 114. Students must attempt the C-BASE basic skills test during Education 114, and they have at least one additional semester to pass all subtest sections. At that point, students apply for full admission to the program (Level IB). The semester prior to student teaching, candidates must apply for and be admitted to Level II, and in order to be recommended for licensure, they must apply for and be admitted to Level III. Candidate Performance Portfolios are reviewed at each of the four levels. A copy of the Levels of Admission to Simpson's Teacher Preparation Program is attached to this document.

Like most small, private liberal arts colleges, we do not have an instructional technology (IT) specialist assigned to our department. And the IT staff is far too busy to work on designing programs for individual departments. The college simply does not have the resources to provide IT services to individual departments. Therefore, all of our data collection and management systems must be created and maintained by our own department personnel. Prior to two years ago, our assessment system consisted of paper files, calculators, and several individual data bases. The Teacher Quality Enhancement (TQE) assessment grants, plus assistance from Jack Gittinger and Linda Jermeland (technology and placement coordinators in the Education Department), have provided the Simpson Education Department with our only technological expertise and resources. Meeting the demands of the Chapter 79 requirements has been challenging given our limited resources.

Use of Past Assessment Grant Funds:

Two years ago when Simpson received its first assessment system grant, our assessment program was based on an outdated set of competencies and indicators, an elaborate and cumbersome paper portfolio system, and a data collection system that consisted of multiple paper files and several individual data bases. Due in large part to the resources provided by the Teacher Quality Enhancement grant funds, Simpson now has: a) an updated mission statement; b) a set of updated standards and criteria, c) an electronic portfolio system based on Chalk and Wire (C&W), d) one central data base system, e) revised candidate and program evaluation instruments, f) online versions of our candidate and program evaluation instruments (via SurveyMonkey); g) some data summaries from the SurveyMonkey evaluations; and h) the equipment and software necessary for the implementation of an electronic portfolio system.

We can summarize our work into three general categories: time and retreats, collaboration, and the purchase of equipment.

- 1) **Gift of time:** One of the main reasons that institutions do not make changes or start new programs is that there never seems to be enough time for faculty to work on such projects. The TQE assessment grants have provided Simpson with the wonderful gift of time, and this extra time has yielded many improvements and additions to our assessment system. The grant has paid for our entire department to participate in 6 full-day retreats which were focused exclusively on our assessment system. Additionally, some faculty were given release during the school year to work on assessment projects, and some faculty members were funded for summer work projects (e.g. inputting Chalk and Wire information, updating the website, updating department documents, etc).

Some of the results of our extra time include:

- a) Created an abbreviated mission statement that summarizes our longer, full mission and vision statement.

- b) Created a new framework for our assessment program. We now have a set of Standards and Criteria that is quite a bit different than our previous Standards and Indicators.
- c) Revised the Levels of Admission to the Program application forms and status reports.
- d) Developed new evaluation instruments (e.g. Advanced Practicum and Student Teaching Evaluations) and began work on additional evaluation instruments (e.g. faculty recommendations, Levels of Admission Applications and Status Reports, Student of Concern form, Mentor Evaluations of program, Student Evaluations of Program, Graduate Evaluations of Program, Employers' Evaluations of Program, etc.).
- e) Placed several of our assessment documents on the SurveyMonkey program, and we will add the remaining documents within the next few months.
- f) Conducted a series of focus groups (students, mentoring teachers, Education Advisory Council members) to gather input on our new standards and instruments.
- g) Created an Education Department portal on Stormfront and provided training for all faculty members.
- h) Began to update the Education Department Website.
- i) Began to update the *Education Handbook*, the *Student Teaching Handbook*, and the *Graduate Program Handbook* to include information on the updated assessment system.
- j) Created Simpson's version of Chalk and Wire that will allow students to create electronic portfolios. We are in the process of inputting program data.
- k) Sponsored training in the use of Chalk and Wire; invited representatives from all Iowa colleges and universities.
- l) Expanded our department's data base.
- m) Trained all department faculty in the use of the college's Scholar program (interactive, online course design program).
- n) Created a common syllabus template on Scholar.

2) Collaboration with Other Institutions:

During the first year of the grant funding, Simpson collaborated with three other Iowa institutions (Central, Grand View, Luther) to create an education assessment system based on the college's Datatel data management system. However, we quickly learned that the costs were prohibitive and that any final product would not be as efficient or effective as one we could obtain from a commercial vendor. We decided to go with Chalk and Wire instead of creating a Datatel based program.

During the Assessment Summit, sponsored by the TQE grant, we met with a group of faculty from across the state who are using Chalk and Wire. This meeting provided a helpful venue for sharing lessons learned and problem solving with colleagues.

Most recently, one of our faculty members consulted with Graceland University faculty. Graceland has been using Chalk and Wire for many years. We have also remained in contact with Luther College, and our IT staff will communicate with Luther's IT staff in order to find out how to get our C&W system to interface with the college's Datatel system. Luther has already completed this task, and they have offered to share their information with Simpson.

3) Equipment and Software:

Given that we are moving to an electronic portfolio system, we realized that we did not have adequate technology to support the move. Therefore, we used grant funds to purchase the following: digital cameras, docucameras; scanners, and SurveyMonkey. The college has

provided support in this area by purchasing two new department laptops, a portable LCD projector, permanent LCD projectors, and 2 digital video cameras for use by the department.

II. Project Narrative (1-2 pages describing how you will use the funds) A synopsis of the project narrative will be reflected in the Action Plan. Be sure that what you request in the new award is distinct from what was requested in any earlier TQE award. Your timeline for grant activity should not extend beyond December 15, 2009.

As summarized in the previous sections, Simpson has worked hard to update our candidate and program assessment systems. With the support of the third year of grant funding, we believe that we will be able to fully implement our system. The updated assessment system will ultimately include: an updated mission and vision statement; updated standards and criteria, revised Levels of Admission and the related application and feedback forms, creation of a department-wide assignment and scoring guide that will be similar to a Teacher Work Sample, a central site for all scoring guides and rubrics that are aligned with the assessment system components, an electronic performance portfolio, new advising procedures to include systematic portfolio progress reviews, online access and response to all updated evaluation instruments via SurveyMonkey (e.g. Faculty Evaluations of Candidates, Student of Concern form, Advanced Practicum Evaluation, Student Teaching Evaluations, Student Evaluations of Program, Student Evaluations of Mentors, Student Evaluations of Supervisors, Mentor Evaluations of Program, Graduate Surveys, Employer Surveys, etc.), updated department documents and website, full integration of the Simpson Stormfront Portal, training materials and sessions for students and faculty (including art, music, physical education, and adjunct), regular information and help sessions for students to ensure their success on the performance portfolio, an expanded department data base, and the creation of assessment instruments designed to supplement the C-BASE and pre-admissions test.

This summer the department will conduct two and one half days of retreats, as well as hiring at least three people to work on projects, in order to complete the following tasks: 1) gather all scoring guides and rubrics that are used in the department and align them with the revised standards and criteria; 2) participate in the TQE sponsored workshop on Teacher Work Samples; 3) draft a modified Teacher Work Sample assignment and related scoring guides and rubrics; 4) finish inputting the Simpson program information into C&W; 5) finish creating student and faculty training manuals; 6) finish updating the *Education Handbook*, *Student Teaching Handbook*, and the *Graduate Program Handbook* (to include revised assessment system); 7) finish updating the Stormfront Portal and the Education Department's website; 8) finish inputting all of our evaluation instruments into SurveyMonkey; 9) hire someone to input historical data into SurveyMonkey; 10) send out first and third year graduate and employer evaluations via SurveyMonkey; 11) create advising policies and a checklist that will include a systematic review of candidates' progress on their portfolios; and 12) create a new course that will introduce the Education Program requirements and the electronic performance portfolio.

During the early months of the fall semester, our plan is to: 1) hire two students who will assist faculty in training students to use C&W for their electronic portfolios; 2) host a Pizza, Pop, and Portfolio party and work day to assist students as they work on their portfolios; 3) create data summaries and graphic representations for department data from the past seven years; 4) present our proposed course on the program and portfolio requirements to the Educational Policy and Curriculum Committee for college approval; 5) discuss changes and progress with area mentors, our Education Advisory Council (an external group), and our Teacher Education Committee (internal group).

Activities targeted for the spring 2009 semester include: 1) conduct at least one full-day retreat to reflect on the historical assessment data and identify areas for program improvement; 2) host an additional Pizza, Pop, and Portfolio party plus an additional student work day; 3) meet with area mentors, the Education Advisory Council (external group), and the Teacher Education Committee (internal group) to discuss progress on the implementation of the system; 4) conduct student focus groups to identify any implementation issues; and 5) document and evaluate our work on revising the assessment system.

Simpson's regular reaccreditation visit is scheduled for the spring semester of 2010 with the preliminary report due in November of 2009. The data collection, analysis, and reflection will provide a wealth of information for our program as we develop our Institutional Report and prepare for our site visit.

We are eager to see the benefits of our labor. For the past ten years, members of the Simpson College Teacher Education Program have been working on the development of a performance assessment system. Finally we are at a place where we will be able to systematically and comprehensively use data (that was gathered and managed electronically) to inform continuous program improvement. And this is the purpose of assessment. It has been a long journey, but we see the light at the end of the tunnel. We hope that it isn't the light of an oncoming train!

The Education Department faculty is truly grateful for the opportunities that have been provided by the TQE grants. We appreciate the work, under the leadership of Barry Wilson, of the assessment team. Our program is a better program because of our involvement in this process.

III. Action Plan –

Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Request
1.0 By March 2009, all first year students will be enrolled in Chalk and Wire (C&W) and working on their electronic portfolios.	1.1 Complete Simpson's version of the Chalk and Wire electronic portfolio.	A. Coordinate meeting between Simpson's IT staff and the staff at Luther to discuss ways to get C&W to interface with Datatel.	Jackie C. and Jack G.	July 08 – August 08	In-kind Support: Materials Supplies Phone Postage Printing Computers Polycom Student Portfolio Assistant
	1.2 Develop training materials for students and faculty.				
	1.3 Conduct training on the C&W electronic portfolio for students and faculty.	B. Finish inputting revised standards and criteria into C&W.	Jack G.	July 08 – August 08	
	1.4 Provide ongoing support and assistance for students as they create their own portfolios.	C. Create faculty training manuals and add to the department website.	Jack G.	September 08	
	1.5 Monitor and evaluate the implementation of the new system.	D. Create student training materials and add to the department website.	Jack G.	September 08	
		E. Create and garner approval for a new one hour course to introduce candidates to C&W and the Education Program requirements.	Jack G. and Jackie C.	November 08	
		F. Hire and train student workers to assist candidates with the new standards and electronic portfolios.	Jackie C.	September 08	

		<p>G. Host 2 Pizza, Pop, and Portfolio sessions for candidates.</p> <p>H. Host 2 candidate portfolio work day sessions.</p> <p>I. Create advising procedures policy that will include a systematic review of candidates' progress on their portfolios</p>	<p>Jack G. and Jackie C.</p> <p>Jackie C. and Sharon J. with Education Club</p> <p>Jackie C., Jack G., and Linda J.</p>	<p>October 08 – April 09</p> <p>October 08 – April 09</p> <p>September 08</p>	<p>Personnel: \$3,800</p> <p>Travel and Meeting Costs: \$ 600</p>
<p>2.0 By December 2009, our updated program assessment system will be fully implemented and data will be analyzed in order to target areas for program improvement.</p>	<p>2.1 Create a modified Teacher Work Sample assignment and scoring guides.</p> <p>2.2 Gather all department rubrics and scoring guides align them with the standards and criteria.</p> <p>2.3 Create final editions of all department documents and upload them to the website.</p> <p>2.4 Input seven years of historical data into SurveyMonkey.</p> <p>2.5 Create a report on the historical data and analyze data for trends.</p> <p>2.6 Identify targets for program improvement.</p> <p>2.7 Create several basic skills assessments (e.g. writing, reading comprehension and critical thinking, and math) to supplement the C-BASE test.</p>	<p>A. Participate in the TQE sponsored workshop in June 08</p> <p>B. Develop the Modified Teacher Work Sample components, assignment, and scoring guides.</p> <p>C. Gather all current scoring guides and rubrics; modify as necessary to ensure compatibility with the department's assessment system.</p> <p>D. Update all related department documents and the website.</p> <p>E. Hire someone to continue inputting historical data into SuveryMonkey (total of 10 years).</p> <p>F. Create graphics to make data analysis easier.</p> <p>G. Conduct department retreats to analyze assessment data and suggest program improvements. Art, music, and physical education faculty will be invited to a few of the retreats.</p> <p>H. Conduct periodic assessments of the new system.</p> <p>I. Create an in-house basic skills assessment to use in conjunction with the</p>	<p>Jackie C.</p> <p>Jackie C.</p> <p>Jackie C.</p> <p>Jackie C. and Jack G.</p> <p>Jackie C.</p> <p>Jackie C. and Jack G.</p> <p>Jackie C.</p> <p>Jackie C. and Jack G.</p> <p>Jackie C.</p>	<p>June 08</p> <p>September 08</p> <p>September 08</p> <p>October 08</p> <p>July 08</p> <p>December 08</p> <p>March 09</p> <p>November 08 - August 09</p> <p>August 09</p>	<p>In-kind Support: Materials Supplies Phone Postage Printing Computers Polycom Student Portfolio Assistant</p>

		C-BASE test (e.g. writing, reading comprehension and critical thinking, and math).			Personnel: \$14,200
		J. Purchase SurveyMonkey for another year	Jackie C.	March 09	Travel and Meetings: \$ 1,200
					SurveyMonkey \$ 200

IV. Sustainability Plan. Write a clear succinct plan for how the work will continue to fully meet the requirements of Chapter 79 for assessment systems. Describe how your institution plans to sustain the performance assessment system when TQE grant support is no longer available. Some considerations you may want to address include plans to finance sustainability and the capacity you have to sustain the work you have completed.

It is the intention of Simpson College to ensure that our assessment system work, much of which has been funded by the TQE grants, will continue. Each year for the next three years, Simpson intends to support the following activities. At the end of the third year, the department will evaluate the status of the assessment system and determine future steps at that point.

- 1) Continue to support weekly education department meetings.
- 2) Provide ongoing support for the use of Chalk and Wire as our primary candidate assessment system by providing 6 hours of load credit for the department's technology coordinator.
- 3) Continue to support a full-time placement coordinator who has responsibility for some data collection and analysis.
- 4) Continue to support a full-time department chair position that includes considerable responsibility for candidate and program assessment duties.
- 5) Continue to support the education department's access to SurveyMonkey for use in data collection and management.
- 6) Continue to support an administrative assistant who will input data into SurveyMonkey.
- 7) Continue to support two days of department retreats (during the academic year).
- 8) Continue to hire a student to serve as a student portfolio consultant and add a position to assist students with the new electronic portfolio system.
- 9) Support a new course designed to introduce students to the department's assessment system in general, and the Chalk and Wire based electronic portfolio system in particular.
- 10) Continue to support the Pizza, Pop, and Portfolio information sessions for students.
- 11) Create a "Portfolio Work Day" meeting each semester to help students as they work on their portfolio entries.
- 12) Pay for the "wrap around" services of C&W that will allow us to use C&W for some program assessment components.

V. Budget Requests

Personnel		
Wages Two full day and one half day retreats for the entire department (\$6,000) Release time for the Technology Coordinator (\$5,000) Summer project work (\$7,000)		\$18,000
Expenses (Travel, Meals, Lodging) Pizza, Pop, and Portfolio Sessions (\$150) Student Support Sessions (\$60) Meeting Space, Food, and Travel (\$1,590)		1,800
Professional Services/Professional Development		
Fees		
Expenses (Mileage, Meals, Lodging, Room Rental)		
Software - SurveyMonkey		200
Hardware		In-kind
Supplies and Materials		In-kind
Phone/Mail		In-kind
Other – specify:		
Other – specify:		
Total		\$20,000

VI. Budget Narrative: Note that the objective of the grant is to bring all programs up to standard over the life of the grant. Funding this year will be made up to \$20,000. To receive the maximum award, your proposal should demonstrate either great need or great complexity/size of program as well as prudent use of any previous awards and a clear plan for sustainability.

Third year grant funds will be targeted for the support of additional department retreats, release time for the technology coordinator, summer work projects, student information and support sessions, and the renewal of the SurveyMonkey program.

Funds for this summer (2008) will provide partial support for the following tasks as previously discussed in the Project Narrative: 1) finish inputting Simpson program information into C&W; 2) finish creating the student and faculty training manuals; 3) finish updating the *Education Handbook*, the *Student Teaching Handbook*, and the *Graduate Program Handbook* (to include revised assessment system); 5) finish updating the Stormfront Portal and the Education Department's website; 6) finish revising and adding the evaluation instruments to SurveyMonkey; 7) send out the first and third year graduate and employer evaluations via SurveyMonkey; 8) create advising policies and a checklist that will include a systematic review of candidates' progress on their portfolios; 9) create a new course that will introduce the Education Program requirements and the electronic performance portfolio; 10) continue to hire a part time person to input historical data into SurveyMonkey; 11) gather all scoring guides and rubrics that are used in the department and align them with the standards and criteria; and 12) draft a modified Teacher Work Sample assignment and related scoring guides and rubrics; and 13) finish updating the Levels of Admission to the Program. To assist in these endeavors, the department will conduct two full day retreats, one half day retreat, and hire at least three people to work on projects throughout the summer.

During the fall semester, grant funds will partially support: 1) hiring two students who will assist faculty in training students to use C&W for their electronic portfolios; 2) hosting a Pizza, Pop, and Portfolio party and work day to assist students as they work on their portfolios; 3) ongoing data input and summaries; 4) discussion of program changes and progress with area mentors, our Education Advisory Council (an external group), and our Teacher Education Committee (internal group).

Activities targeted for the spring 2009 semester through July of 2009 include: 1) conducting at least one full-day retreat to reflect on historical assessment data and identify areas for program improvement (no cost to the grant); 2) hosting an additional Pizza, Pop, and Portfolio party plus another student work day; 3) meeting with area mentors, the Education Advisory Council (external group), and the Teacher Education Committee (internal group) to discuss progress on the implementation of the system; 4) conducting student focus groups to identify any implementation issues; and 5) documenting and evaluating our work on the revised assessment system. This information will be included in our next Institutional Report (November 2009).

Attachments: Portfolio Review Checklist
Levels of Admission
Revised Standards and Criteria (included in the Practicum Evaluation Instrument)

<p style="text-align: center;">Simpson College Teacher Education Program Levels of Admission to the Teacher Education Program--Undergraduate Requirements</p>

Level IA: Provisional Admission to the Teacher Education Program

- 1) Completed Education 114 /129T with a grade of "C-" or higher or "P." Students may repeat Education 114/129T only once during a three-year period.
- 2) Attended a Teacher Education Orientation Workshop. During this session, students complete a criminal background check.
- 3) Completed a minimum of ten (10) clock hours of field experience.
- 4) Passed the Level IA Competency Portfolio Checkpoint.
- 5) Passed or at least attempted the C-BASE basic skills test.
- 6) Received a positive recommendation from the Education 114/129T professor.
- 7) Received the approval of the Education Department and the Teacher Education Committee.

Level IB: Full Admission to the Teacher Education Program

- 1) Met Level IA requirements.
- 2) Passed the C-BASE basic skills test. The minimum cut-off score is 235 in writing and math. All students are required to take the C-BASE during or before the Educ114/129T semester. NOTE: Beginning in the fall of 2008, students will be required to take 3 subtests: English/reading, writing, and math and earn a minimum score of 250 or higher.
- 3) Maintained a minimum cumulative GPA of 2.750.
- 4) Met all Teacher Education Program requirements, including the Competency Portfolio requirements for knowledge and skills (see Competencies # 1 – 9), and demonstrated essential dispositions and ethical and professional behaviors (see Competencies #10 and 11). Students are assessed in each area on a regular basis. Students who do not demonstrate the requisite knowledge, skills, dispositions, and ethical and professional behaviors (at least at a "developing" level), may be placed on probation and/or dismissed from the Teacher Education Program.
- 5) Passed the Level II Competency Portfolio Checkpoint review. Students who do not turn in their Level IB Competency Portfolio, no later than 2 semesters after 114/129T, will be dropped from the program and must reapply for admission.

Level II: Admission to Student Teaching

- 1) Met Level IA and IB requirements.
- 2) Completed the application for Level II, making sure that all supporting materials (especially endorsement sheets) are submitted to Kathy Witenburg by the publicized deadline. In most cases, late applications will not be accepted.
- 3) Earned a minimum cumulative GPA of 2.750 or higher with no grade lower than a "C-" in the major(s) and in courses required for Iowa teacher licensure (e.g. math competency, both science courses, all education courses, etc).
- 4) Successfully completed of a minimum of 80 hours of field experience--taken as part of education and methods courses and/or Education 241B (Field Experience in Education). Students must meet the minimum competency level during field placements. Students who do not meet the minimum competency level may be placed on probation in the Teacher Education Program and/or dismissed from the program.
- 5) Obtained a minimum of three (3) satisfactory evaluations from the following: a) the candidate's advisor, b) a full-time Education Department member who has supervised the student in at least one class and practicum setting, and c) a professor in each endorsement area. Each evaluation must be an affirmation of the candidate's ability to successfully complete the student teaching assignment(s).
- 6) Passed Level IB Competency Portfolio Checkpoint review. Students who do not pass this checkpoint will not be allowed to student teach.
- 7) Received the approval of the Education Department and the Teacher Education Committee.

Level III: Recommendation for Iowa Teacher Licensure

- 1) Met Level IA, IB, and II requirements.
- 2) Completed the application for Level III and all supporting materials (especially endorsement sheets) and submitted them to Kathy Witenburg.
- 3) Earned a minimum cumulative GPA of 2.75 or higher and earned a "C-" or higher in all courses required for the major(s) and for teacher licensure (e.g. endorsement program, math competency, both science courses, all education courses, etc).
- 4) Met the state's requirement for mathematics competency (with a grade of "C-" or higher):
 - a) Elementary (K-6): Math 116 Math for Elementary Teachers (or a higher level mathematics class)
 - b) Secondary (5-12) and Specialty Areas (Art, Music, and Physical Education):
 - Math 105 (or higher level course), OR
 - Math CLEP test of Math 105 (or higher level), OR
 - Math 105 Competency Exam (administered through Hawley Academic Resource Center).
- 5) Met the science requirement for Teacher Education students (with a grade of "C-" or higher): completion of at least one physical science course and one biological science course. At least one lab course is required for all students except music majors.
- 6) Met all Iowa Department of Education requirements.
- 7) Passed the Level III Competency Portfolio Final review.
- 8) Completed the student teaching assignment(s) with a "P" (passing) grade.
- 9) Passed the Praxis II exam (0011 or 0014) and requested that an official copy of the results be sent to the Simpson Education Department.
NOTE: This is for Elementary Education Majors only.
- 10) Graduated from Simpson College.
- 11) Received positive recommendations from the college student teaching supervisor(s) in conjunction with the mentoring teacher(s), the Education Department, and the Teacher Education Committee. The Education Department's Licensure Officer makes the official licensure recommendation.

* **Status**
 [1 = included
 reflection
 [2 = expected
 completed in
 during the
 semester]
 [3 = not
 this time]

Competency		Status* of Artifact <u>1</u>		
1: Simpson Teacher Education Program graduates will apply their knowledge of child and adolescent growth and development to the teaching and learning process.		(make "X" in correct box) 1 2 3		
Knowledge Indicator	1K1			
Performance Indicator	1P1			
2: Simpson Teacher Education Program graduates will understand how students differ in their approach to learning and will create instructional opportunities that are equitable and adaptable to diverse learners.		(make "X" in correct box) 1 2 3		
Knowledge Indicators	2K1			
	2K2			
Performance Indicators	2P1			
	2P2			
3: Simpson Teacher Education Program graduates will plan instruction based upon knowledge of: subject matter, standards, curriculum goals, state curriculum models, students, and the community.		(make "X" in correct box) 1 2 3		
Knowledge Indicators	3K1			
	3K2			
	3K3			
	3K4			
	3K5			
Performance Indicators	3P1			
	3P2			
	3P3			
	3P4			
4: Simpson Teacher Education Program graduates will facilitate research-based instruction that supports the intellectual, social, career, physical, and personal development of students.		(make "X" in correct box) 1 2 3		
Knowledge Indicators	4K1			
	4K2			
Performance Indicators	4P1			
	4P2			
	4P3			
	4P4			
5: Simpson Teacher Education Program graduates will create a safe and positive learning environment.		(make "X" in correct box) 1 2 3		
Knowledge Indicators	5K1			
	5K2			
	5K3			
Performance Indicators	5P1			
	5P2			
	5P3			
6: Simpson Teacher Education Program graduates will understand and use informal and formal assessment strategies to evaluate the continuous intellectual, social, physical, career, and personal development of the learner.		(make "X" in correct box) 1 2 3		
Knowledge Indicator	6K1			
Performance Indicator	6P1			
7: Simpson Teacher Education Program graduates will continually evaluate the effects of their choices and actions on students, parents, and other professionals in the learning community.		(make "X" in correct box) 1 2 3		
Knowledge Indicator	7K1			
Performance Indicators	7P1			
	7P2			
	7P3			
8: Simpson Teacher Education Program graduates will foster positive relationships with parents, school personnel, and organizations in the larger community to support students' learning and development.		(make "X" in correct box) 1 2 3		
Knowledge Indicator	8K1			
Performance Indicator	8P1			
9: Simpson Teacher Education Program graduates will understand how to use and integrate technology in the instructional setting.		(make "X" in correct box) 1 2 3		
Knowledge Indicator	9K1			
Performance Indicators	9P1			
	9P2			
10: Communication Skills (need to have only one for competency)		10P___		
11: Professional and Ethical Behavior (need to have only one for competency)		11P___		

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